

TALEEMABAD

ITA ASER Evaluation 2021–2022

Independent Assessment of Student Learning
in 5 Low-Cost Private Schools, Islamabad & Rawalpindi

At a glance

STUDY PURPOSE

Are Taleemabad students actually learning more?

This outcome evaluation measured the impact of Taleemabad's products on student learning outcomes in grades 1–5. The key comparison: student performance in Taleemabad schools vs. counterfactual national ASER data over the same period.

THE INTERVENTION

Digitised content + teacher training + structured lesson plans

Taleemabad equipped 5 low-cost private schools with digitised content, bite-sized teacher training videos, and lesson plans that embed elements of play. Designed to work in low-resource settings without specialised infrastructure.

EVALUATOR

ITA (Idara Taleem-o-Agahi)

The endline was conducted by ITA, a reputable internationally recognised research organisation. This is not a self-assessment. An independent team used standardised ASER instruments to measure student competencies.

KEY NUMBERS

84.5%

students on-target at endline
(up from 25.3% at baseline)

59.2pp

gain in 6 months
(vs. 2.6pp for counterfactual in 12 months)

23x

larger improvement than
counterfactual schools

220

students sampled across
5 schools and 4 grades

Study Design

Timeline

Baseline: October 2021 (internal team at Orenda)

Endline: April 2022 (ITA, independent)

Duration: 6 months (one academic term)

Instrument: ASER

Standardised ASER tools developed by ASER Pakistan Team. Measures foundational competencies in Language (Urdu), English, and Arithmetic based on Grade 2 curriculum — the internationally recognised benchmark for foundational skills.

Students assessed on grade-appropriate thresholds. "On-target" means meeting the expected level for their grade.

Sampling

Quota-based: 6 students per section of each class from each school (3 boys, 3 girls), randomly selected.

Baseline: 109 students from 5 schools, 4 grades

Endline: 101 students from 5 schools, 4 grades

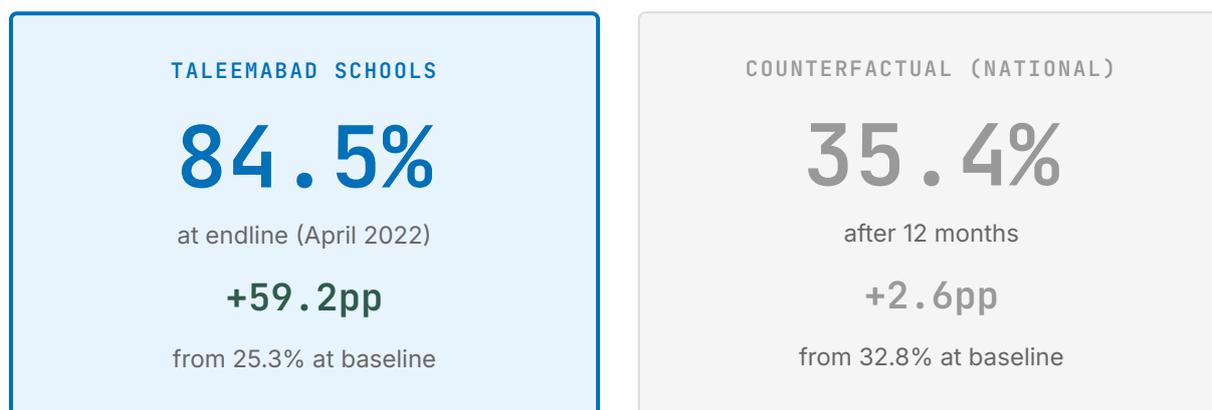
The 5 Schools

School	Region	Baseline Students	Endline Students
Educare	Rawalpindi	23	24
First Step	Islamabad	20	8
Ghuri Town	Islamabad	22	24
Real School	Rawalpindi	22	8
The Gandhara School	Islamabad	22	17

Some classes had only one section with fewer than 6 students. Grade 5 was only tested in one round, so Grades 1–4 are used for before/after comparisons.

Results: On-Target Comparison

Percentage of students meeting grade-appropriate learning thresholds across Urdu, Math, and English (Grades 1–4). The counterfactual uses national ASER data: over 12 months, national schools improved from 32.8% to 35.4% on-target (a 2.6pp gain). Taleemabad achieved its gain in half the time.



23x larger gain: Taleemabad’s improvement was 23 times the counterfactual rate — achieved in half the time (6 months vs. 12 months).

By Subject (Average On-Target % Across All 5 Schools)

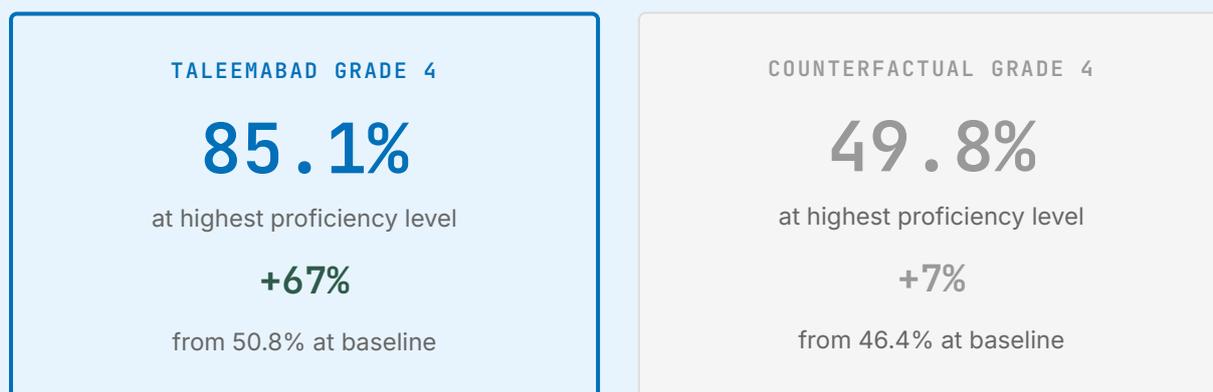
Subject	Baseline	Endline	Change
Urdu	30%	91%	+61pp
Math	26%	88%	+62pp
English	20%	76%	+57pp

All three subjects improved substantially. Urdu showed the largest absolute gain. English started from the lowest base but still reached 76% on-target.

Grade 4 & School Results

Grade 4: Endline Efficacy

Grade 4 is the highest grade in most of these schools, so results reflect the cumulative impact of the teaching programme.



School-by-School (Average On-Target % Across Subjects)

School	Region	Baseline	Endline	Change
Real School	Rawalpindi	16%	100%	+84pp
Educare	Rawalpindi	31%	97%	+66pp
Ghauri Town	Islamabad	30%	89%	+59pp
First Step	Islamabad	20%	71%	+51pp
The Gandhara School	Islamabad	29%	69%	+40pp

Every school improved. Real School and Educare reached near-100% on-target. Even The Gandhara School (most modest) gained +40pp. No school declined in any subject. This is not a single-school anomaly.

Subject-Level Detail

On-target percentage for each school, broken down by subject (before and after). Data from ITA (ASER) evaluation annexure.

By Subject and School (On-Target %)

School	Urdu Before	Urdu After	Math Before	Math After	Eng. Before	Eng. After
Educare	47.8%	100%	29.1%	100%	16.6%	91.6%
First Step	25.0%	100%	15.0%	75.0%	20.0%	37.5%
Ghuri Town	40.9%	91.6%	31.8%	87.5%	18.2%	87.5%
Real School	9.0%	100%	22.7%	100%	16.6%	100%
The Gandhara School	27.8%	64.7%	31.6%	76.4%	26.3%	64.7%

Source: Annexure from Taleemabad Schools Evaluation by ITA (ASER) Executive Summary. On-target percentages represent students meeting grade-appropriate thresholds.

Key Patterns

Urdu: Strongest Subject

4 of 5 schools reached 100% on-target in Urdu. Even The Gandhara School improved from 27.8% to 64.7%. Urdu showed the largest average gain at +61pp.

English: Room to Grow

English started from the lowest base (20%) and showed the most variation. First Step reached only 37.5% at endline, while Real School and Ghauri Town both hit 87.5%+.

Math: Consistently Strong

All 5 schools showed substantial math improvement. Two schools (Educare, Real School) reached 100% on-target. The average gain of +62pp was the largest of any subject.

Limitations & Conclusions

Honest Limitations

Small Sample Size

N=220 across 5 schools provides directional evidence but limits statistical power. The variance of our estimates is higher, limiting our ability to assert the same value at larger scale.

Internal Baseline

The baseline was conducted by Orenda's internal team (Oct 2021). Only the endline (Apr 2022) was conducted by the independent evaluator ITA. This introduces potential measurement differences.

Not a Randomised Trial

This is an observational evaluation comparing Taleemabad schools against national ASER averages. Counterfactual schools were not directly matched or randomised.

Grade 5 Excluded

Only one round of data was collected for Grade 5 due to uncertainty in timing of schools joining and field team schedules. Grade 4 completion is used as a proxy for highest-level attainment.

Conclusions

Large, Consistent Gains Across Schools and Subjects

All 5 schools improved across all 3 subjects. The 59.2pp gain in on-target students — 23x the national counterfactual — is striking in direction and magnitude, even accounting for sample size limitations.

Independent Validation Adds Credibility

The endline was conducted by ITA using standardised ASER instruments. This is not a self-assessment. The consistency of results across all schools and subjects suggests the model works beyond individual teacher talent.

Ready for Larger-Scale Testing

The direction and consistency of results warrants larger-scale investigation with a randomised design. This evaluation became the foundation for Taleemabad's subsequent expansion into government schools across ICT Islamabad, Rawalpindi, and Balochistan.

Taleemabad

Building Pakistan's most effective teacher development and student learning system.

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